



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Early College High School (Learn and Earn)

SL 2007-323, Sec. 7.19 (HB 1473, 2007 Budget Act), SL 2005-276, Sec. 7.32 (SB 622, the 2005 Budget Act)

Date Due: January 15, 2012

Report # 45

DPI Chronological Schedule, 2011-2012

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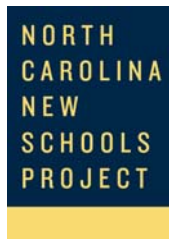
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Update on North Carolina Early College High School Initiative

North Carolina's Early College High School Initiative represents the nation's most ambitious effort to implement an innovative educational approach intended to achieve the twin goals of improved outcomes for students and a workforce well trained for the state's emerging economy. Since the first 13 early colleges opened in 2005, the number of the schools has grown to 74 in 2011-12, with a combined enrollment of more than 13,000 students. The schools are proving to be effective by setting expectations high, both for students and teachers, and focusing on the essential goal of ensuring that every student graduates well prepared for college, career and productive lives. Dropout rates are low; achievement on state end-of-course exams is high. The combined graduation rate for the 18 schools with a full cohort of students completing in 2011 was more than 90 percent. The number of graduates in 2011 exceeded 1,300.

But the most compelling arguments supporting early college high schools come from students themselves. Here's what a few 2011 graduates said about their experience:

"Early college means the world to me. It has just now hit me how far ahead I really am. I'm 18 with a 2-year degree. I qualify for some full time jobs already. I may have not had the "normal" high school experience that my friends had, but in the end I made some amazing friends and I have a family at Caldwell Early College High School. I wouldn't give it up for anything. I thank them for giving me this opportunity to be ahead in life. As our school motto says "Ready for college. Ready for career. Ready for life."

*Emily G. Fore
Caldwell Early College High School
Class of 2011
First Graduating Class*

"Attending Wake Early College was a great opportunity for me. I have gained a head start on my college education, graduating with both a high school diploma and an associate's of science degree. This means so much to my family and me because I was born in Suriname, a Third World nation in South America. Back home, I would have never had had the opportunities that I had by attending an early college. I will take all these experiences with me as I continue my education at Emory University in fall. My ultimate goal in life is to attend medical school and become a surgeon.

*Tim Rupnarain
Wake Early College of Health and Sciences
Class of 2011*

The early college high school initiative was launched in September 2004 in response to the state's changing workforce needs and its persistently high dropout rate. The initiative is administered jointly by the North Carolina New Schools Project and the N.C. Department of Public Instruction. It is designed to improve high schools, to better prepare students for college and careers, to create a seamless curriculum between high school and college, and to provide work-based learning experiences to students. Typically located on the campuses of two- and four-year colleges and universities, early college high schools provide an academically rigorous course of study with the goal of ensuring that all students graduate with a high school diploma and two years of university transfer credit or an associate's degree. Early college high schools are intended to make a priority of serving students who are typically under-represented in the college-going population, including students who are first generation college-going, students from low-income families, those who are members of minorities underrepresented in higher education and those who are underserved in conventional schools. In addition, each early college high school is expected to implement and exhibit a rigorous and far-reaching set of conditions, known as the Design Principles, which lead to student success as judged by all students graduating ready for college, careers and life. Those Design Principles are:

NCNSP Design Principles

A Framework for Secondary School Innovation



- **Ready for College:** Innovative high schools are characterized by the pervasive, transparent, and consistent understanding that the school exists for the purpose of preparing all students for college and work. They maintain a common set of high standards for every student to overcome harmful tracking and sorting.
- **Powerful Teaching and Learning:** Innovative high schools are characterized by the presence of commonly held standards for high quality instructional practice. Teachers in these schools design instruction that ensures the development of critical thinking, application and problem-solving skills often neglected in traditional settings.
- **Personalization:** Staff in innovative high schools understand that knowing students well is an essential condition of helping them achieve academically. These high schools ensure that adults leverage knowledge of students in order to improve student learning.
- **Redefined Professionalism:** The responsibility to the shared vision of the innovative high school is evident in the collaborative, creative, and leadership roles of all adult staff in the school. The staff of these schools takes responsibility for the success of every student, holds themselves accountable to their colleagues, and is reflective about their roles.
- **Leadership:** Staff in NCNSP schools work to develop a shared mission for their school and work actively as agents of change, sharing leadership for improved student outcomes in a culture of high expectations for all students.
- **Purposeful Design:** Innovative high schools are designed to create the conditions that ensure the other four design principles: ready for college, powerful teaching and learning, personalization, and redefined professionalism. The organization of time, space, and the allocation of resources ensures that these best practices become common practice.

SL 2007-323 calls on the State Board of Education to report the results of an annual evaluation of the North Carolina Early College High School Initiative. The Department of Public Instruction (NCDPI) in conjunction with the North Carolina New Schools Project (NCNSP) is monitoring and evaluating the progress of the schools in implementing the school model and in the schools' effects on student achievement. NCDPI and NCNSP is partnering with Jobs for the Future in establishing a comprehensive student-level database to collect and analyze data on the achievement of students who attend early college high schools.

Experimental Study of the Impact of Early College High Schools

NCDPI and NCNSP are partnering with SERVE Center, Duke University, Abt Associates, RTI International and the University of North Carolina-Greensboro in a federally funded comprehensive experimental study on the effects of North Carolina's early college high schools model on student achievement and other outcomes. The study compares results for students who were randomly selected to attend an ECHS with students who were randomly selected not to attend and went to a different school, most often the regular high school in the district. This experimental design, often called the "gold standard" in educational research, means that the

study is comparing results for two groups of identical students. When the study is completed, it will have results for an estimated 4,000 students in 19 schools.

Eleventh grade results from approximately 700 students in eight cohorts from six schools are in the process of being analyzed. Preliminary 11th grade results from a smaller sample showed that early colleges are keeping more students in school. An estimated 92 percent of early college students were still enrolled in a North Carolina public school in 11th grade compared to 78 percent of control students.

Tenth grade results showed the following impacts:

- More Early College High School students are on-track for college. For example, 73 percent of the 10th grade early college students have successfully completed the math courses they need to be on track for college compared to 57 percent of the control group.
- The early colleges are reducing or eliminating the performance gap between minorities and white students in core outcomes. For example, in the early colleges by the end of 10th grade, minority students had successfully completed biology at a rate that was 7 percentage points **higher** than their non-minority peers. In the control group, minority students successfully completed biology at a rate that was 12 percentage points **lower** than their non-minority peers. Similar findings for geometry were reported in last year's report.

See Table 1, below, which shows the percentage of early college high school 10th graders, minority and non-minority, who have successfully completed biology and geometry, compared to 10th graders in the study who attend traditional high schools.

	Early College			Control Group		
	Minority	Non-Minority	Gap	Minority	Non-minority	Gap
Geometry	72%	71%	1%	44%	64%	-20%
Biology	74%	67%	7%	44%	56%	-12%

The 10th grade are consistent with already reported 9th grade findings. Key highlights from the 9th grade findings include:

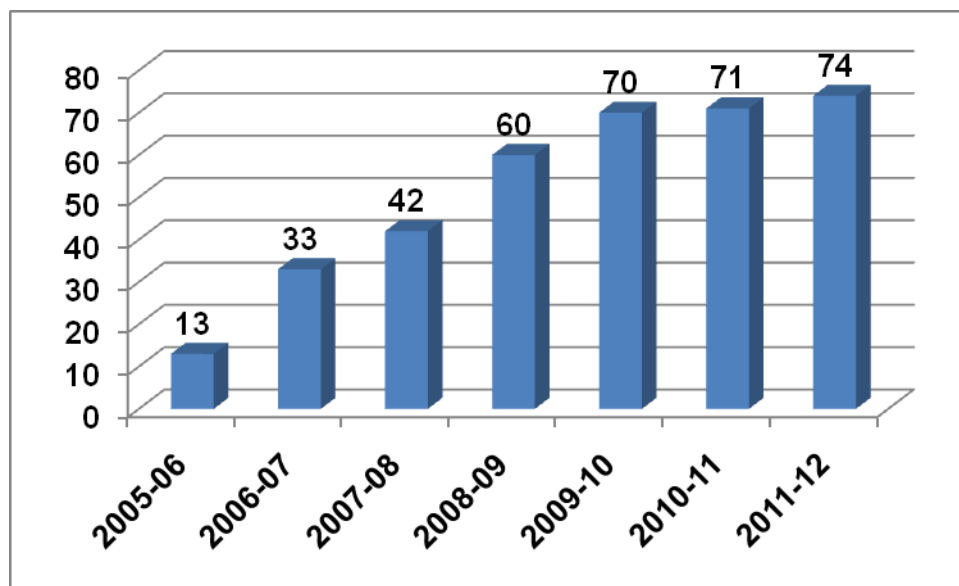
- More early college students are on-track for college starting in 9th grade. For example, by the end of 9th grade, 82 percent of the ECHS students had successfully completed at least one college preparatory mathematics course compared to 70 percent of the control group.
- Early college students had significantly better attendance and a suspension rate that was approximately half that of the control group.

In all three grades, early college students reported significantly more positive schooling experiences than students in the control group. On average, ECHS students reported significantly higher expectations, more rigorous and relevant instruction, and higher levels of academic and social support in their schooling.

North Carolina's Early College High Schools

Seventy-one early college high schools were open for students during the 2010-11 school year. The 71 schools reached students in 65 counties and districts across the state. Sixty-five of these schools were working in partnership with a community college or university that is providing facilities for the school and college-level courses for the students. Of those 65, four were partnered with a UNC system school, one was partnered with a private college and 60 were partnered with a community college. Six remote early college high schools that are located on comprehensive high school campuses or in other district facilities provide college courses via online instruction through partnerships with local community colleges and, in some cases, four-year institutions. NCNSP and these rural districts are using this approach to test the effectiveness of “virtual” college coursework as a means to overcome distance to build college-going cultures.

Chart 1: NCNSP-affiliated early colleges, 2005-2011



Source: NCNSP

For a complete list of the 71 sites that were open in 2010-11, please see Attachment A.

Nine of the 71 sites existed as middle college high schools prior to the early college initiative and became a part of the initiative to convert from a middle college into an early college. Middle college high schools are also located on a university or community college campus. However, students do not typically attend the school from 9th grade until graduation, and they are only guaranteed to complete some college credit and not a full two years of university transfer credit or an associate's degree.

Student Demographics

Collectively, the 71 early college high schools open in 2010-11 served about 12,200 students, with most of them in grades 9-12, with a small but growing number of students in a final 13th grade attending early colleges on community college campuses. Most of those schools operate on a five-year curriculum that allows students the time to earn their high school diploma and an associate's degree or two years of transferrable college credit. During the next two to three years, the newer schools will add additional grades until they reach their capacity of approximately 200-400 students each.

Across the 71 schools, about 40 percent of the student population was male and 60 percent was female. More than half (58 percent) of the student population was white, about one quarter (24 percent) was African-American, and 11 percent was Hispanic. Based on state-reported data for 63 of the 71 schools, nearly half (48 percent) of the students were from low-income families, according to eligibility for free or reduced-price lunch. The number of students per grade level who were served in early college high schools for the 2010-11 school year is presented in Table 2 below. Student demographic information on race and gender for the 71 schools combined is presented in the Table 3 below.

Table 2. Number of Students per Grade Level in North Carolina Early College High Schools, 2010-11

Grade Level	No. of Students
7 th & 8 th	61
9th	3,604
10th	3,194
11th	2,728
12th	1,906
13th	697
Total	12,190

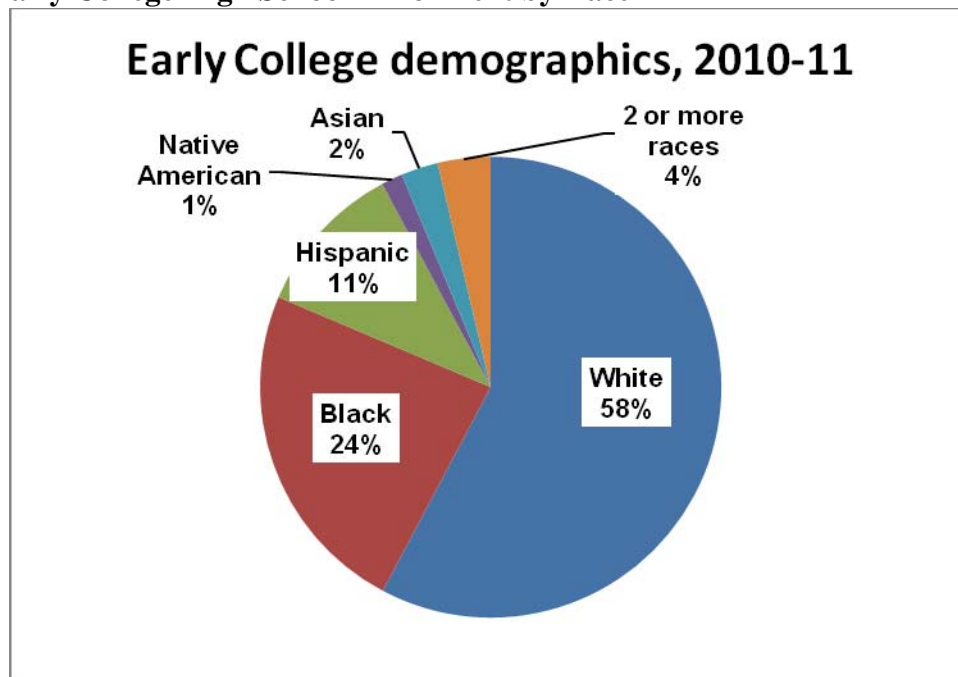
Source: NCDPI, Grade, Race, Sex data,
School year 2010-11

Table 3. Race and Gender of Students in North Carolina Early College High Schools, 2010-11

	Male	Female	Total
White	24.6%	33.1%	57.7%
Black	8.2%	15.4%	23.6%
Hispanic	3.9%	6.9%	10.8%
Native American	0.6%	0.9%	1.5%
Asian	0.9%	1.7%	2.6%
2 or more races	1.4%	2.3%	3.7%
Total	39.7%	60.3%	100.0%

Source: NCNSP analysis of NCDPI enrollment data, 2010-11

Chart 2: Early College High School Enrollment by Race



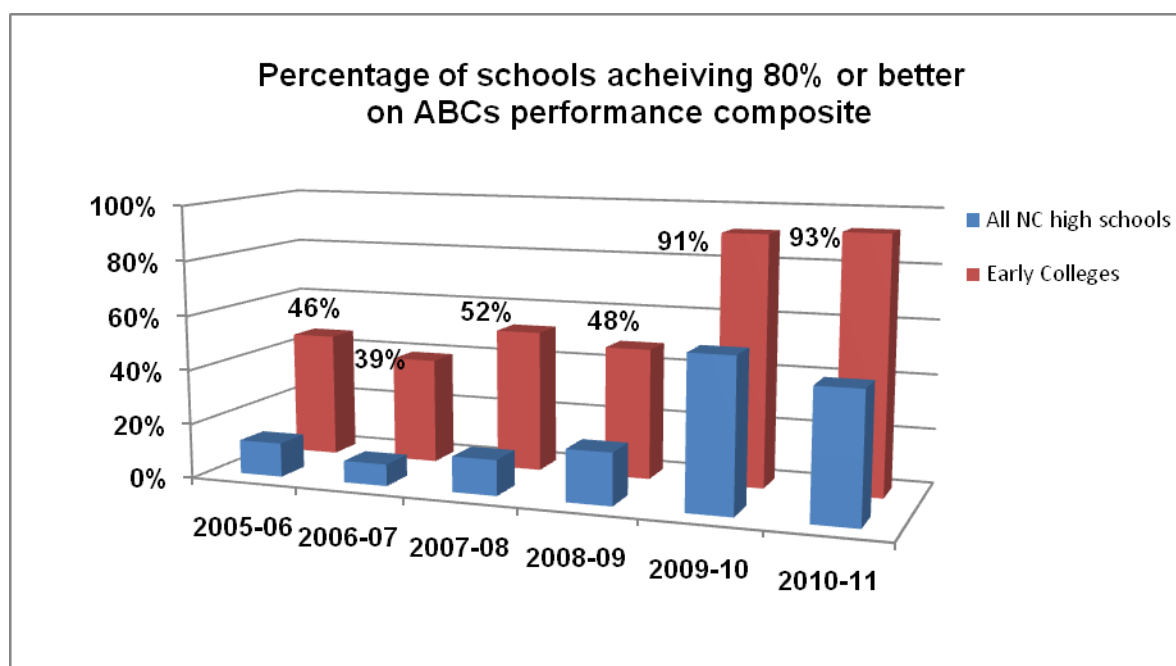
Source: NCNSP analysis of NCDPI enrollment data, 2010-11

ABC End-of-Course Test Results

In 2010-11, the 71 early college high schools had performance composites (or the percent of students proficient on all End-of-Course tests) ranging from 64 percent to 99.5 percent, with two thirds (68 percent) of the early college high schools posting performance composites of 90

percent or higher (compared to 5 percent of the early college high schools' comparison high schools¹ and 13 percent for all schools statewide with high school grades). More than nine out of every 10 early college high schools (93 percent) had performance composites that were greater than their comparison high school. More than half (56 percent) of early college high schools in 2010-11 met the growth targets set for their school under state ABCs accountability measures (made expected growth), compared with 86 percent of the comparison high schools and 74.5 percent of all schools statewide with high school grades. More than a quarter (28 percent) of the 71 early college high schools exceeded their growth targets (made high growth) compared to 50 percent of the comparison high schools and 44.3 percent of all high schools statewide.

Chart 3: EOC Pass Rates, Early College High Schools vs. All NC High Schools



Source: NCNSP analysis of NCDPI test results data

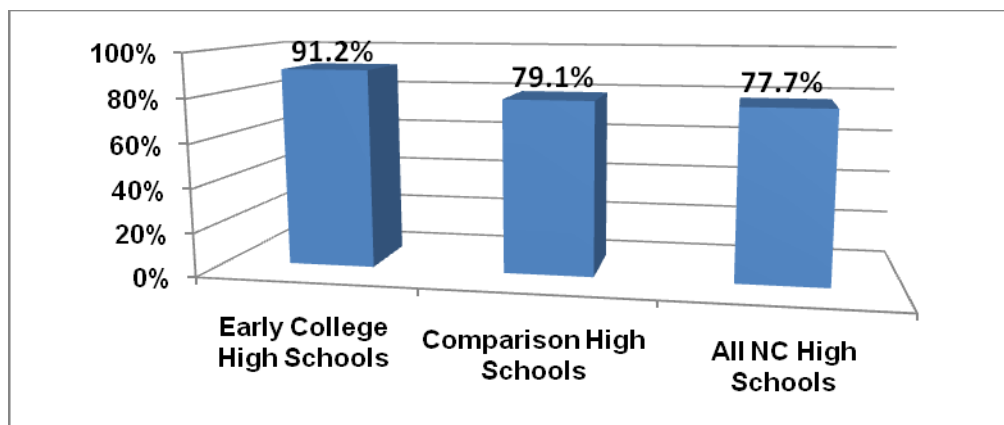
Graduation Rates

The Class of 2011 represented the second cohort of significant size to complete early college since the initiative was launched. Thirty eight of the schools graduated full cohorts, with graduation rates ranging from 100 percent to 55 percent. Twenty six of the 38 schools (68 percent) graduated 90 percent or more of their initial 9th grade cohort from four or five years earlier, depending on each school's curriculum program. Eight of the 38 schools (21 percent) had perfect graduation rates of 100 percent. The aggregate graduation rate for the 18 schools was

¹ NCNSP has strategically selected a traditional, comprehensive high school to serve as a comparison high school for each early college high school. The comparison high school serves as a benchmark in order to more effectively judge the growth and progress of the early college high school in improving student achievement. Each comparison high school was selected based on its similarities to the early college high school on geographic location (either in the same school district or in a neighboring school district), its student demographics (primarily race, gender and the percentage of students eligible for free and reduced lunch when available) and the school's prior student performance on End-of-Course tests.

91.2 percent, compared to 79 percent for their comparison schools and 74.2 percent for the state as a whole. The early college rate was up from 89.9 percent in 2010.

Chart 4: ECHS Graduation Rates vs. Comparisons and All NC High Schools

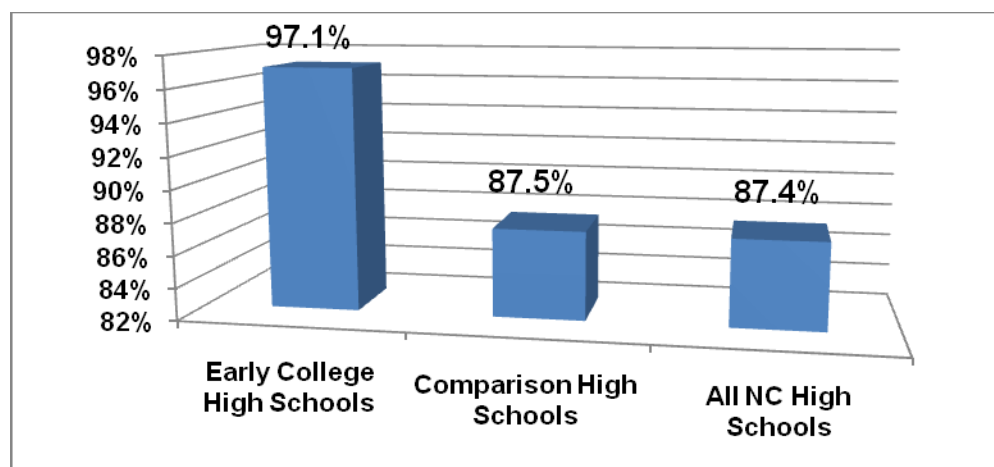


Source: NCNSP analysis of NCDPI graduation rate data, 2011

Ninth Grade Promotion Rates

To graduate, a student must complete the required courses and be promoted from grade to grade. Research shows that promotion from 9th grade is a strong indicator of a student's likelihood to graduate. During the 2009-10 school year (the most recent year for which data is available), the 69 early college high schools with a 9th grade had a combined promotion rate of 97.1 percent, compared to a combined rate of 87.5 percent for the comparison high schools and also about 87 percent for all N.C. high schools.

Chart 5: ECHS Promotion Rates vs. Comparisons and all NC High Schools



Source: NCNSP analysis of NCDPI grade promotion data

The 69 schools reported 9th grade promotion rates ranging from 73 percent to 100 percent. More than three quarters of all early college high schools (78 percent) reported 9th grade promotion rates greater than 95 percent (compared to 12 percent of comparison schools and 17.3 percent of

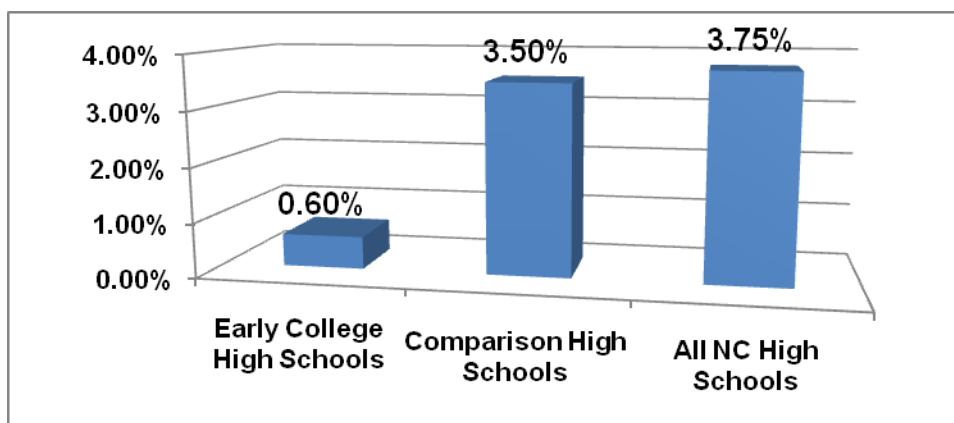
all schools statewide with ninth grades), and more than half (57 percent) of the early college schools promoted 100 percent of their 9th graders (no other schools in the state promoted all their 9th graders). Eight-seven percent of early college high schools had 9th grade promotion rates that were greater than the rates for their comparison high schools.

Dropout Rates

To graduate all students, schools must ensure that all students stay in school and do not drop out. During the 2009-10 school year (the most recent year for which dropout rates are currently available), the 70 early college high schools that enrolled students that year reported schoolwide dropout rates ranging from 0 percent to 6.25 percent, with 38 of the 70 schools reporting **no dropouts** (no comparison schools reported no dropouts). All but four of the 70 early college high schools reported dropout rates that were lower than the dropout rate for their comparison high school. The 70 early college high schools had a combined school wide dropout rate in 2008-09 of 0.6 percent, compared to a combined rate of 3.5 percent for their comparison high schools and 3.75 percent for all high schools statewide.

38 Early College High Schools – 54 percent – had no dropouts

Chart 6: ECHS Dropout Rates vs. Comparisons and All NC High Schools



Source: NCNSP analysis of NCDPI dropout data

As mentioned earlier, a student's success in the 9th grade is crucial in terms of their eventual success in graduating from high school. Research has shown that 9th grade is the year when students are most likely to drop out of high school. For that reason, NCNSP and NCDPI also track dropout rates at the 9th grade in addition to schoolwide dropout rates for early college high schools. During the 2009-10 school year (the most recent year for which 9th grade dropout rates are available), the 70 early college high schools that enrolled students that year reported 9th grade dropout rates² ranging from 0 percent to 6.9 percent, with nearly 9 in 10 schools (86 percent) reporting **no 9th grade dropouts** (no comparison schools reported no 9th grade dropouts,

² Ninth grade dropout rates were calculated using a formula similar to the NCDPI 9-12 grade dropout rate calculation formula. The 9th grade dropout rate was calculated by dividing the number of 9th grade dropouts by the average of the first month membership last day for the 9th grade classes for 2006-07 and 2007-08 school years plus the number of 9th grade dropouts.

and only 14.4 percent of all schools statewide with a 9th grade class of at least 10 students reported none from 9th grade). All but four of the 70 early college high schools (94 percent) had 9th grade dropout rates that were lower than the 9th grade dropout rate for their comparison high school. The 70 early college high schools had a combined 9th grade dropout rate of 0.3 percent, compared to a rate of 4 percent for their comparison high schools and all high schools statewide.

College course completion

A key goal of early college high schools is to provide students with the opportunity to earn significant college credit at the same time that they fulfill state requirements for a high school diploma. Data from the North Carolina Community College system shows that students in the early college high schools in 2010-11 took a total of 48,900 classes – or an average of four college classes per student. The average was even greater when looking only at core academic classes, which in early college high schools are generally taken by seniors, juniors and to a lesser extent, sophomores. Including 10th graders, early college students in 10th, 11th and 12th grades last year took an average of more than four college courses each in subject areas that included English, foreign language, math, science and social science.

Early college students received better grades, on average, than college-age students in all the core academic areas. Including all college courses taken by early college students on community college campuses, 77 percent received a passing grade of C or better. For all other students in community college courses, 70 percent earned a C or better.

Associate degree completion and college credit acquisition

Nearly one half the 1,463 graduates reported by NCDPI from the 38 early college high schools with graduating cohorts in 2011 earned either an associate degree or two years of transferrable credit.

College enrollment following graduation

For 2010 high school graduates, the most recent year for which initial fall enrollment data is available from the UNC General Administration, 41.6 percent of graduates from early college high schools enrolled at one of the UNC campuses. This compares to 29 percent of all other public high schools, excluding charters.

Funding and Additional Support

The 71 early college high schools that were open for students for the 2010-11 school year signed a five-year implementation agreement with NCDPI and NCNSP to receive grant funding from the state and technical assistance in the implementation of their early college high school. For the 2010-11 year, each early college high school received an allocation from the state of \$307,650 to cover the cost of various positions and other needs associated with the model. See Table 4 below for a list of positions and other items.

Table 4. Grant-Funded Positions and other Costs, 2010-11

<ul style="list-style-type: none">• School Change and Instructional Coaches• Teacher Professional Development• Principal Professional Development• 1 Guidance Counselor and one Career Development Coordinator (or other support position)• 1 College Liaison• Evaluation• Local Cash¹• College Textbooks	
Total:	\$307,650

¹ ECHS in their first year of implementation receive an additional \$10,000 in local cash to help with additional implementation needs.

The implementation grant funding covers the cost of a school change and instructional coach, professional development for teachers and principals, three instructional support positions, evaluation, local cash to cover additional expenses, including travel to professional development events and funding to purchase college textbooks for students.

School development and support services: NCNSP's Integrated System of School Support Services (IS⁴) is a comprehensive approach to whole school development that includes coaching for teachers and principals, professional development and ongoing support from experienced educators.

During an early college high school's first year, the school is assigned a professionally trained and highly experienced school change coach who serves as a facilitator for the planning and implementation of the school. Beginning in the second year, each ECHS receives the services of a highly trained and experienced instructional coach who works directly with the faculty on-site to support sustained change in instructional approaches. Both types of coaches are identified and trained by NCNSP.

NCNSP has continued efforts during the past year to achieve the broad goal of the grant to improve the quality of the state's ECHS by focusing on professional development for school staff, data use and analysis and the capacity of the organization to sustain the early college initiative.

- ***Instructional Coaching:*** During the 2010-2011 school year, NCNSP continued the work of instructional coaches in partner schools and continued the focus on deepening the practices in the Common Instructional Framework. Additionally, coaches worked in the schools to differentiate professional development in three areas: 1) effective integration of technology for instruction; 2) Planning for Student Understanding, an NCNSP-developed framework for effective unit planning using big ideas; and 3) assessment for learning. Coaches encouraged the regular use of schoolwide instructional rounds as an effective tool to strengthen teachers' skills through focused sharing and collaboration.

Through the rounds model, coaches helped teachers apply such strategies as student-learning questions, data collection and teacher analysis to improve their classroom practices. Instructional coaches also planned and facilitated professional development sessions, co-taught and modeled lessons using innovative practices in classrooms, conducted one-on-one and small group instructional rounds and provided feedback and support to teachers, worked with staffs to understand and effectively use data and partnered with the school principals to support a changing learning environment.

During the 2011-2012 school year, instructional coaches at each school will be part of a larger team that will include the principal, a lead teacher, and leadership coach and portfolio manager. That team will focus on the school's action plan for improvement and will meet regularly to assess progress and course-correct.

- ***Leadership coaches:*** Principals in NCNSP schools were provided an additional level of support during the 2010-11 year from one of four leadership coaches to help schools effectively introduce and execute the key school and instructional change embodied in the NCNSP Design Principles. All schools except those in their first year of implementation received the services of one of the leadership coaches during monthly school visits throughout the year. The leadership support positions, filled by seasoned principals under contract to NCNSP, help ensure school-based follow up to regional and statewide development programs focused on critical instructional approaches such as project-based learning and Critical Friends Groups. The coaches also provide valuable support to inexperienced principals with untested leadership skills. It is critical for principals to understand, recognize and be able to discuss with teachers how to change instruction to ensure student success.
- ***Instructional Support Positions:*** ECHS implementation grants also provide each school with funding for a college liaison and two school-based positions, typically a school counselor and a career development coordinator or other support staff. The college liaison position helps connect the university or community college and the ECHS, and facilitates student placement in college courses and the identification of additional college resources. The career-development coordinator helps facilitate partnerships with community organizations and local businesses and to develop internships and job shadowing opportunities for students.

- **2011 Summer Institute:** NCNSP built on the success of its 2010 annual conference, which leveraged the knowledge and experience of its partner schools as a way for educators to learn from one another and deepen their commitment and understanding about secondary school transformation. This year's event was attended by more than 500 educators from NCNSP-affiliated schools. Summer Institute serves as a bridge for learning and building community, connecting teams from innovative schools across the state as they share success, learn promising practices and plan next steps. Highlights include facilitated team time for reflection and planning, opportunities to hear from nationally-known education leaders and networking among principals, teachers, counselors, college liaisons and community college and district leaders.

"Summer Institute gave us the time and the means to come together and examine what we want from our schools in terms of improvement and to work on strategies to get there. Hearing ideas from other schools was very helpful. "

-- teacher at the 2011 Summer Institute

Other Initiatives: NCNSP also continues to pursue high school innovation with other initiatives.

Validating Early College Strategies for Traditional High Schools: In a significant effort to broaden the reach of successful early college approaches, NCNSP is launching an initiative called Validating Early College Strategies for Traditional High Schools. The effort, funded with a \$15 million federal Investing in Innovation (i3) grant and \$1.5 million in private support, will allow more than 20,000 students in as many as 20 high schools in rural, low-income counties to benefit from many of the same strategies pioneered by the state's early college high schools. Students will have access to tuition-free college courses matched with the kind of strong instructional support that characterizes the early college experience. The goal of the five-year initiative is to increase graduation rates, improve student achievement and improve the capacity of local districts to sustain effective high school innovation.

Currently, six school districts have been identified for participation in the initiative: Beaufort, Hertford, Madison, Richmond, Sampson and Wilkes counties. A few more districts are also to be included.

District-wide early college model: NCNSP, working with the State Board of Education, higher education partners and Duplin County Schools, is working to establish the first district-wide early college model in the state. The goal is to use best practices in designing and implementing a comprehensive approach that will translate into every child in the school system graduating prepared for college and careers. Specifically, the effort is focused on the NCNSP Design Principles and core classroom strategies found in the Common Instructional Framework.

Learning Laboratory Initiative: Four schools, which are demonstrating effective execution of NCNSP's six Design Principles, began hosting formal visits from NCNSP-affiliated schools this fall and will host visits from schools outside the network starting in the spring. Through rigorous application of NCNSP Design Principles and the "instructional rounds model," the four schools demonstrate strong success in improving student achievement, eliminating dropouts and increasing the job satisfaction of teachers.

The four schools are Wayne School of Engineering in Goldsboro, Cross Creek Early College in Fayetteville, Hillside New Tech High School in Durham and Caldwell Early College in Hudson. The geographic distribution of these schools and their diverse strengths will allow interested groups the access and opportunity to customize focused study visits for over 500 people beginning in school year 2011-12. The emerging partnerships between the schools and university staffs at Appalachian State, NC Central, Fayetteville State and East Carolina will provide a foundation for parallel work within the education schools of all NC colleges. The project is funded by the Bill & Melinda Gates Foundation and a collaborative between, the North Carolina New Schools Project, and the University of North Carolina.

STEM network development: Four networks of STEM schools – including health and life sciences, biotechnology and agriscience, energy and sustainability, and aerospace and advanced manufacturing and security – are being developed, with participation from a number of both redesigned schools and early college high schools.

Transitions to Teaching Grant: NCNSP is one of 30 organizations nationwide to be awarded five-year grants from the U.S. Department of Education to train non-education graduates to teach in high-needs schools. The Education Department has awarded \$12.8 million for the first year of the 30 proposals under its Transitions to Teaching Program, including nearly \$420,000 to NCNSP. The total cost for the full five years of the program is \$2.7 million.

NCNSP is now developing a recruitment and selection process and a communications plan for assembling the first cohort of 16 non-education graduates, who would start the program in the summer of 2012. The State Board of Education approved the initiative at its meeting in early January.

NCNSP's initiative will focus on training teachers in innovative and effective STEM-based instruction. Candidates in the program will receive a year of on-the-job training at an innovative school supported by NCNSP, combined with online coursework through WIDE World, a professional development program of the Harvard Graduate School of Education. Nearly 200 new teachers in STEM-related disciplines would be trained over the full five years of the program. Initially, the teacher apprenticeships will be offered at four schools that form the Learning Laboratory Initiative, a joint effort of the University of North Carolina and NCNSP that is aimed at showcasing the kind of teaching and learning that ensures all students graduate ready for college, careers and life.

New Schools and Sites Open for the 2011-12 School Year

A new early college opened in the fall on the campus of N.C. State University, with a STEM energy focus and a new early college with a language and international emphasis also opened in the fall in Cumberland County. In addition, Guilford County Schools has opened that district's seventh early college, with local resources, on the campus of UNCG.

Schools in Planning for 2012-13 School Year

Regional Biotechnology/Agriscience STEM Schools

- **Northeast Regional School for Biotechnology and Agriscience (NERSBA).** The State Board of Education has endorsed the formation of a regional STEM school in Washington County located at the Vernon James Center. A regional board has been formed at the direction of the State Board. NCNSP is assisting with the school design with a focus on a regional impact on advancing teaching in mathematics and science. This is the state's first regional school formed under Senate Bill 125, adopted by the General Assembly in 2011.
- **NC Research Campus, Kannapolis.** NCNSP is working with potential partners to develop the NC Research Campus Regional School for Biotechnology and Agriscience. Initial planning is under way.

Yadkin Valley Regional Career Academies: The Yadkin Valley Regional Career Academies being developed in Surry, Davidson and surrounding counties will get a boost from NCNSP with a grant from the Reynolds American Foundation that may total \$750,000 over the next three years. Funds will support planning, personnel, curriculum, site development and other costs associated with launching the first academy in summer 2012.

Evaluation Efforts

The North Carolina New Schools Project is committed to ongoing program evaluation and to other efforts to learn from the innovative practices it is helping develop and promote. NCNSP and NCDPI have built a partnership with Jobs for the Future (JFF), the intermediary for the national Early College High School Initiative, to include North Carolina's ECHS in the Early College High School Initiative Student Information System. The Student Information System (SIS) collects and analyzes student-level data from the schools on such areas as demographics, attendance, course-taking and course-completion patterns, test scores, GPA, disciplinary actions, and number of college courses taken. The Student Information System will allow NCNSP, NCDPI and our ECHS to better track and evaluate the progress of students.

SERVE, the Southeast Region Federal Education Laboratory, in partnership with Duke University, the North Carolina New Schools Project, UNC-Greensboro, Abt Associates and other organizations, has received additional funding from the U.S. Department of Education to continue a rigorous, experimental research study of the Early College High School Initiative. (See discussion of early results on page 2.) The research project is studying the impact of the early college model on important student outcomes and will seek to determine the model's effectiveness with different student populations. The additional research will follow students through graduation and into postsecondary education. This study is providing useful information to NCNSP, NCDPI and our early colleges on how to improve our practice.

SERVE will also be evaluating both the Validating Early College Strategies for Traditional High Schools and Transition to Teaching initiatives.

Attachment A: North Carolina Early College High Schools, 2011-12

School	District	Year Opened
Anson County Early College High School	Anson County Schools	2005-06
Mayland Early College High School	Avery, Mitchell and Yancey schools	2009-10
Beaufort County Early College High School	Beaufort County Schools	2008-09
Bertie County Early College High School	Bertie County Schools	2008-09
Brunswick County Early College High School	Brunswick County Schools	2006-07
Buncombe County Early / Middle College	Buncombe County Schools	2005-06
Caldwell Early College	Caldwell County Schools	2006-07
Catawba Valley Early College High School	Catawba County Schools	2005-06
Tri-County Early College High School	Cherokee County Schools	2006-07
Cleveland Early College High School	Cleveland County Schools	2008-09
Sampson County Early College High School	Clinton City/Sampson	2005-06
Southeastern Early College High School	Columbus County Schools	2006-07
Craven Early College High School	Craven County Schools	2006-07

School	District	Year Opened
Early College EAST	Craven County Schools	2010-11
Cross Creek Early College High School	Cumberland County Schools	2005-06
Cumberland International Early College High School	Cumberland County Schools	2011-12
JP Knapp Early College High School	Currituck County Schools	2008-09
Davidson Early College High School	Davidson County Schools	2005-06
Davie County Early College High School	Davie County Schools	2007-08
Duplin Early College High School	Duplin County Schools	2009-10
Josephine Dobbs Clement Early College High School	Durham Public Schools	2005-06
Edgecombe County Early College High School	Edgecombe County schools	2005-06
Franklin County Early College High School	Franklin County Schools	2009-10
Granville Early College High School	Granville County Schools	2009-10
Greene County Early College High School	Greene County Schools	2006-07
The Early / Middle College at GTCC	Guilford County Schools	2005-06

School	District	Year Opened
GTCC Early/Middle College of Entertainment Technology	Guilford County Schools	2006-07
NC A&T University Early/Middle College High School	Guilford County Schools	2006-07
GTCC Early / Middle College Greensboro	Guilford County Schools	2007-08
Early / Middle College at Bennett College for Women	Guilford County Schools	2008-09
Early / Middle College at UNCG*	Guilford County Schools	2011-12
Haywood Early College High School	Haywood County Schools	2006-07
Henderson Early College High School	Henderson County Schools	2009-10
Hertford County Early College	Hertford County Schools	2008-09
SandHoke Early College High School	Hoke County Schools	2006-07
Hyde County Early College High School	Hyde County Schools	2008-09
Collaborative College for Technology and Leadership	Iredell-Statesville Schools	2005-06
Iredell-Statesville Visual and Performing Arts Early College High School	Iredell-Statesville Schools	2008-09
Blue Ridge Virtual Early College	Jackson County Schools	2008-09

School	District	Year Opened
Jackson County Early College	Jackson County Schools	2008-09
Johnston County Early College Academy	Johnston County Schools	2008-09
Cabarrus/Kannapolis Early College High School	Kannapolis City Schools	2009-10
Lee County Early College High School	Lee County Schools	2006-07
Lenoir County Early College High School	Lenoir County Schools	2007-08
Macon County Early College High School	Macon County Schools	2006-07
Madison County Early College High School	Madison County Schools	2008-09
McDowell Early College	McDowell County Schools	2006-07
Nash-Rocky Mount Early College High School	Nash-Rocky Mount Schools	2005-06
Isaac Bear Early College High School	New Hanover County Schools	2006-07
Wilmington Early College High School	New Hanover County Schools	2007-08
Pender Early College High School	Pender County Schools	2006-07
Polk Virtual Early College High School	Polk County Schools	2007-08

School	District	Year Opened
Randolph Early College High School	Randolph County Schools	2006-07
Richmond County Early College High School	Richmond County Schools	2007-08
Robeson County Early College High School	Robeson County Schools	2005-06
Rockingham Early College High School	Rockingham County Schools	2008-09
Rowan County Early College	Rowan-Salisbury Schools	2008-09
Rutherford Early College High School	Rutherford County Schools	2005-06
Scotland Richmond Early College High School	Scotland County Schools	2007-08
Stanly Early College High School	Stanly County Schools	2006-07
Stokes County Early College High School	Stokes County Schools	2009-10
Surry Early College High School of Design	Surry County Schools	2006-07
Columbia iSchool	Tyrrell County Schools	2008-09
Union County Early College	Union County Schools	2006-07
Vance County Early College High School	Vance County Schools	2008-09

School	District	Year Opened
Wake Early College of Health Sciences	Wake County Schools	2006-07
Wake N.C. State University STEM Early College High School	Wake County Schools	2011-12
Warren Early College High School	Warren County Schools	2008-09
Wayne Early / Middle College High School	Wayne County Schools	2007-08
Roanoke Valley Early College High School	Weldon City Schools	2009-10
Wilkes Early College High School	Wilkes County Schools	2009-10
Wilson Early College High School	Wilson County Schools	2009-10
Early College of Forsyth	Winston-Salem / Forsyth County Schools	2008-09
Yadkin County Early College High School	Yadkin County Schools	2007-08